DOCUMENT RESUME

ED 446 103 TM 031 846

TITLE	Directions for Using the Alaska Developmental Profile.
INSTITUTION	Alaska State Dept. of Education and Early Development, Juneau.
PUB DATE	1999-08-09
NOTE	26p.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Child Development; Kindergarten; *Kindergarten Children; Primary Education; Profiles; *School Readiness; *Student Evaluation
IDENTIFIERS	*Alaska

ABSTRACT

This brochure provides information to educators about the Alaska Kindergarten Developmental Profile, which is prepared for each child entering school. The profile includes developmental information in the areas of physical well-being and motor development, language and literacy development, personal-social development, thinking and cognitive development, and child background. It is designed as a global measure to provide summary information from each school site to the Alaska Department of Education. It is not an assessment in itself, but the framework for the categories of developmental information that are to be assessed at the school level. The Department believes that districts are in the best position to decide how to gather detailed developmental information about each child, and they are expected to choose the methods they wish to use to gather the information. A resource guide lists some direct and indirect assessment instruments educators may wish to use and tells where to get these instruments. A sample data collection plan is included. An appendix contains the Kindergarten Developmental Profile. (SLD)

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Directions for Using The Alaska Developmental Profile

August 9, 1999

TM031846

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Darcy Markovich

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Introduction

This brochure provides information to educators about the Alaska Kindergarten Developmental Profile. The information in this publication has been compiled by the Alaska Department of Education & Early Development with assistance from Dr. Rebecca Severeide of Early Childhood Strategies.

The following committee, composed of teachers, public school administrators, Head Start staff, university professors, and parents, has worked hard to design the Kindergarten Profile:

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The Developmental Profile

Chapter 83 (SB 36) requires that the statewide comprehensive system of student assessment include a developmental profile for each child when entering school, in order to assist schools with supporting children s success in school and to assist families, communities, and schools in planning appropriate learning opportunities for young children.

The Profile (page 16) includes developmental information in the areas of physical well-being and motor development, language and literacy development, personal-social development, thinking and cognitive development, and child background.

The Profile is designed as a global measure to provide summary information from each school site to the Department. Therefore, the Profile is not an assessment tool itself, but provides the framework for the categories of developmental information that are to be assessed at the school level and submitted to the Department of Education & Early Development. Districts are required to submit the information in the *required developmental areas* and use the *sample indicators* for each area as guidance for choosing other developmentally equivalent indicators if necessary.

The Process

The Department believes that districts are in the best position to decide how to gather the detailed developmental information about individual children. Teachers are to summarize the information on the Department of Education & Early Development scan form that will be distributed to district test coordinators in August 1999. Districts are expected to choose which methods they wish to use to gather the developmental information. Those methods may

include commercial assessment tools, teacher-designed tools, assessment information from previous providers (such as preschools and Head Start programs), teacher observations, and interviews with families. The information in this booklet will help districts and teachers make those assessment decisions.

The Forms

The *Alaska Kindergarten Developmental Profile* (page 16) is a form that teachers can use to record individual child information in the four developmental areas and child background. This form can remain in the child s file.

In August 1999, the Department of Education & Early Development will send each district scannable Alaska Kindergarten Developmental Profile *Recording Forms* to be completed by each kindergarten teacher for each classroom and submitted to the Department. *Each numbered developmental area requires a yes or no response.* These data will help the Department track trends in child development, statewide and within regions, in order to provide assistance to districts and school sites.

Timeline

August 9, 1999	Profile Reporting forms sent to district assessment coordinators
November 1, 1999	Profile Reporting forms due back to the Department of Education & Early Development

Things to Consider When Assessing Young Children

Gathering information about young children is challenging. They change rapidly and their skills and knowledge are context bound. These challenges do not mean reliable data collection is out of the reach of school systems, but data collection does require care and time. The instruments should be of high quality and meet professional test and measurement standards. Most of the instruments described in the Resource Guide already meet critical criteria for good assessments, such as being designed for a specific purpose, having reasonable technical properties, and being individually administered.

Beyond these basics, a few good rules of thumb enhance quality and usefulness of the data. They are:

- Use standard instruments and protocols (formal or informal)
- Use more than one method of assessment
- Observe children over time to confirm atypical scores
- Interview others (families and/or former caregivers) who know the child

Details on these rules of thumb are highlighted below.

Using Standard Instruments

To qualify as a standard instrument for young children, information must be collected, recorded, and scored in systematic ways. This will ensure that each child is treated the same way and that the same type of data is collected on every child. This makes the information comparable and reliable. Standardized commercial assessments typically have set procedures to increase the likelihood of accurate results each time the assessment is conducted.

Some standard instruments can be formal, sit-down-and-let s-answer-these-questions, while some can be a list of things to look for or ask. Both methods have pros and cons. The more direct the data collection method, the more consistent the information is, but at the same time the more likely a bad day for the child or the lack of rapport between the test giver and child will negatively impact the outcome. Less direct data collection methods, such as observation, increase the likelihood that what the child can do will be captured. But less direct measures take more data and time to ensure that the real picture of the child, and not just first impressions or a unique aspect of the context, is captured. For well-rounded data, it is helpful to use both direct and indirect methods.

Using Direct Assessment Instruments

Direct assessments, like the ones listed in the Resource Guide, come with detailed administration manuals. It is essential that the test-giver study the manual beforehand and that all protocols are followed. Examples of this type of test are:

- Battelle
- Brigance
- Daberon-2
- Dial-3
- Early Screening Inventory-R
- Oregon Assessment (some direct and some indirect items)

All of these instruments have merit and can be used to gather objective and useful information. The descriptions and samples in the resource guide will help in selecting one that will work in a specific local situation. Some Districts may elect to design their own set of items. If that is done, the direct assessments can be a helpful guide in designing or selecting questions.

Results from direct assessments are typically stronger if the child and the test-giver spend some time informally chatting about something the child knows about (a piece of the child s clothing, a toy, what the child likes to do) or doing a short warm-up activity (coloring a picture together, walking to the test site together). Some of the instruments build in such rapport experiences. If such an experience is not built into the assessment, the teacher should initiate one. This will make the assessment experience more fruitful for everyone. If the child is hesitant or cries, this type of assessing should always be discontinued and tried again at a later date when the child is more comfortable. The point is to get representative and reliable data in a pleasant atmosphere.

Using Indirect Assessment Instruments

Indirect assessments, like the ones listed in this resource guide, typically require observation of the child over a period of time. The best observations are done in activities teachers set up to elicit the behavior they want to know about. For example, if the teacher wants to know if a child can follow simple rules in a game, the teacher watches the child play a game and takes notes about how the child takes turns, asks questions, keeps to the rules, negotiates changes etc. If the teacher wants to know if a child can retell a story, the teacher reads a story with the child many times, over several days, and asks the child to tell about the story in words, pictures, or by acting it out. The teacher will note if the child understands key characters or sets of events.

Examples of this type of instrument are:
- Oregon Assessment (some direct and some indirect items)
- Child Observation Record
- Work Sampling System
- Child Adaptive Behavior Inventory

Results from indirect assessments are most accurate if the child is observed more than one time and rated so that the score reflects a typical pattern. Developing a note-taking system can make the observation process easier. Some teachers write notes in pencil directly on the form. Others set up an activity focused on a set of skills and take notes on a class list. The key is to focus observation to the task at hand in order to save time and be more objective.

Combining Direct and Indirect Methods

A few of the instruments listed in the resource guide combine direct and indirect methods. Typically these instruments are designed by experienced professionals who know what they want to look for and have created a systematic way to figure it out. However, they do not yet have formally documented technical properties. There are five such instruments in various stages of documentation described in the resource guide:
- Creative Curriculum Child Development Tool
- DIBELS
- Shell-K Concepts About Print
- Oral Language and Concepts About Print
- Your Child s Kindergarten Qualities

Teacher-designed assessments are a good example of this type of tool. Teachers may already have a set of systematic questions and activities they have used to gather information. However, the sample tools in this resource guide may help refine locally-designed instruments or make them more systematic.

Using More Than One Instrument

Seldom can one instrument efficiently give you all the information you need on a child. A combination of instruments will likely be needed.

For example, the general developmental instruments in this resource guide provide excellent information on some combination of the following developmental areas:

- fine motor development
- gross motor development
- listening
- speaking
- approaches to learning
- number concepts
- problem solving

The language and literacy instruments in this resource guide provide good information on some combination to learn about:

- speaking
- listening
- emergent reading
- emergent writing

The social emotional instruments in this resource guide have excellent questions to guide your observations about:

- approaches to learning
- social development
- speaking
- listening

The classroom observation instruments typically include most of the developmental areas, but take a longer time to use. A good data collection plan will have more than one source of data for many of the items. Collecting the data in more than one way produces stronger data.

Confirming Atypical Scores

Myriad situations can result in a child not testing well on a given day. You are likely to get a few children with exceptionally low scores in one or more areas. The scores may or may not represent the child s true development. A child may be slow to warm up to a new situation, may be getting sick or just getting over an illness, may be distracted over a family event, or may truly have low developmental levels. If a child s scores are atypically low, the child should be watched for the first month of school and either retested or observed using one of the classroom observation instruments. Retesting or observing should either confirm or change the teacher s initial impression of the child. Adjust ratings for the child on the developmental profile accordingly if necessary. If there are questions or concerns about a child s development, the teacher should consider a referral to a Child Find Team, pre-referral team, or child study team.

Children with Special Needs

The Developmental Profile should be completed for children with disabilities who have an individualized educational plan (IEP) or a 504 plan. The Profile should be based on the child s skills using those accommodations or adaptations that s/he typically uses. For example, if the child typically uses braces or crutches to walk, a hand splint to write, or an adapted cup to drink, the child s performance should be judged when using these accommodations/adaptations.

Interviewing Others

Traditionally, direct child assessments and classroom observations are the typical sources of data for developmental profiles. However, they do not need to be the only sources.

Families are an excellent source of information. They know their children best. Research suggests that family members who spend a great deal of time with a child typically rate their child s general development in similar ways to teachers early impressions. When the ratings don t match it is important that the family and school talk about the difference. Asking families is a good way to confirm your impressions and begin to build long-term partnerships.

Former caregivers are also an excellent source of information. Some programs keep detailed information on children in their preschool years. The data can be used to fill out the profile and provide good baseline data on prior experiences. Former caregivers are also an excellent source of information on a child with atypical scores that need to be monitored.

Developmental Instruments for Kindergarten-aged Children

Criteria for Inclusion on List in Resource Guide

Commonly used instruments were reviewed for their match to the Alaska Developmental Profile. Instruments with a good match are listed in the Resource Guide. The listing is not exhaustive, but the instruments were selected if they generally meet the following criteria:

- reasonable technical qualities for reliability
  - .90 coefficient = excellent
  - .80 coefficient =good
  - .70 coefficient = fair
- individually administered

Exceptions were made for a few instruments under development. These newer instruments are listed if they show promise in a developmental area lacking well-researched tools. Districts may elect to use to use additional instruments, if they meet local needs.

Each instrument listed can provide Districts with an objective way to gather information for developmental profiling. Some instruments assess multiple areas of development, while some are narrower in scope. Four categories of instruments are listed:

- General Direct Assessment Instruments
- General Indirect Observational Instruments
- Language and Literacy Instruments
- Social Emotional Instruments

Where available, cultural and linguistic information is provided.

Category: General Developmental Instruments

Instrument	***Battelle Developmental Inventory***
Publication Date	1984
Target Age	0-7 years
Description	Gives you a summary of four developmental areas: self, motor, cognition, and language. Useful for IEP development and is adaptable for special needs children.
Administration Time	90-120 minutes
Known cultural information	Useful with special needs population.
Technical properties	Good. Requires extensive training and material preparation.
Cost	$295.00 for complete test kit, including 15 scoring sheets $30.00 for set of 15 scoring sheets
Where to get	Riverside Publications 425 Spring Lake Drive Itasca, Illinois 60143 800-323-9540

Category: General Developmental Instruments

Instrument	***Brigance Diagnostic Inventory of Early Development*** (Preschool and Kindergarten -1st grade versions available)
Publication Date	1978
Target Age	0-7 years
Description	Gives you 11 preschool areas and 12 kindergarten areas of development. Designed as a screen prior to more detailed diagnostic instruments used for qualifying for special services.
Administration Time	15 minutes
Known cultural information	Not documented
Technical properties	Poor (not documented or less than .60), but included because it is commonly used.
Cost	$69.00 for test kit $19.85 for package of 30 kindergarten score sheets $62.85 for package of 120 kindergarten score sheets preschool and first grade scoring sheets are separate with similar pricing
Where to get	Curriculum Associates, Inc. 153 Rangeway Rd. North Billerica, MA 01862-2006 800-225-0248

Category: General Developmental Instruments

Instrument	*Duberon-2*
Publication Date	1991
Target Age	4-6 years
Description	Gives you detailed information to both plan your program and identify low developmental areas in children. Some advanced kindergarten-aged children may top out on instrument. Has six sub scales: motor, language, cognition, basic facts, color, and numbers.
Administration Time	40 minutes
Known cultural information	Normed across economic, ethnic and regional groups. Publisher willing to work with users to modify terms to fit their location, e.g., substitute moose for horse. Has a strong speech and language focus and translates well to European language groups and less well for Asian and Native language groups.
Technical properties	Good to excellent. Requires moderate amount of training.
Cost	$127.00 for test kit $24.00 for package of 25 score sheets
Where to get	Pro-ED 8700 Shoal Creek Boulevard Austin, Texas 78757 512-451-3246

Category: General Developmental Instruments

Instrument	*Dial-3*
Publication Date	1998
Target Age	4-6 years
Description	Gives you acceptable screening data in an easy to use format. Some advanced kindergarten-aged children may top out on instrument. Has five subscales: motor, concepts, language, basic facts, and counting. This newest version has a broader norming population than the Dial-R (1993).
Administration Time	30 minutes
Known cultural information	Normed on a white, middle class population. Has a strong speech and language focus.
Technical properties	Fair. Requires moderate amount of training.
Cost	$349.95 for kit $49.95 for a set of set test materials and scoring sheets
Where to get	American Guidance PO Box 99 Publishers Circle Circle Pines, MN 55014-1796 800-328-2560

Category: General Developmental Instruments

Instrument	*Early Screening Inventory - Revised*
Publication Date	1997
Target Age	4-6 years, two forms, one for preschool and one for kindergarten
Description	Gives you good screening information to identify low development areas in children. Some advanced kindergarten-aged children may top out on instrument. Has three sub scales: visual-motor/adaptive, language and cognition, and gross motor. Has very good and detailed users manual.
Administration Time	15 minutes
Known cultural information	Available in English, Spanish, Korean. Translates well into Native languages.
Technical properties	Good to excellent. Requires moderate amount of training.
Cost	$96.00 ESI-R kit $19.50 for package of 30 score sheets
Where to get	Rebus, Inc. PO Box 4479 Ann Arbor, Michigan 48106 800-435-3085 www.rebus.com

Category: General Developmental Instruments

Instrument	*Oregon Assessment*
Publication Date	1994
Target Age	3-5 years
Description	A combination of test items and observations is used to provide detailed information in ten developmental areas: play, self-help, self-concept, social, language/communication, motor, disposition, and three areas of cognition (problem solving, math, literacy).
Administration Time	Designed to be used over time, in the context of daily classroom work, at least 4-6 weeks.
Known cultural information	Available in English and Spanish. Normed on low-income children.
Technical properties	Good. Requires moderate training.
Cost	$10.00 for manual score sheets: single is $6.00, 10 for $30.00, 20 for $50.00, 50 for $80.00
Where to get	Early Child Training Center Portland State University School of Extended Studies PO Box 1491 Portland, OR 97207 503-725-4815

Category: Classroom Observations Instruments

Instrument	*Child Observation Record*
Publication Date	1992
Target Age	2 1/2-6 years
Description	An observation based instrument providing levels of development for planning and assessment. Has six subscales: initiative, social relations, creative expression, music and movement, language and literacy, and logic and mathematics. Observation forms designed for use over time and requires extra steps to summarize at a class level, although easy to use for individuals.
Administration Time	Designed to be used over time, in the context of daily classroom work, at least 4-6 weeks.
Known cultural information	Normed on low income populations and used extensively in Head Start. Available in Spanish.
Technical properties	Fair to good. Requires high degree of training.
Cost	$25.95 for test manual $40.95 for package of 25 scoring sheets
Where to get	High Scope Educational Research Foundation 600 North River Street Ypsilanti, Michigan 48198 800-407-7377

Category: Classroom Observations Instruments

Instrument	*Creative Curriculum Child Developmental Tool*
Publication Date	1994
Target Age	3-5 years
Description	An easy to use checklist that corresponds to the Creative Curriculum. Has six subscales: social emotional, cognitive, concepts and information, language and literacy, gross motor, and fine motor.
Administration Time	Designed to be used over time, in the context of daily classroom work, at least 4-6 weeks.
Known cultural information	Not documented.
Technical properties	Not documented. Requires a moderated about of training.
Cost	Included in the cost of Creative Curriculum ($40.00), a planning guide for preschool and kindergarten.
Where to get	Teaching Strategies PO Box 42243 Washington, DC 20015 800-637-3652 or 202-362-7543 www.TeachingStrategies.com email: info@TeachingStrategies.com

Category: Classroom Observation Instruments

Instrument	*Work Sampling System*
Publication Date	1994
Target Age	3 - 10 years
Description	An observation based instrument providing levels of development for planning and assessment. Directly tied to State content standards. Has seven subscales: personal-social, language and literacy, mathematics, science, social studies, the arts, and physical development. Observation forms designed to for use over time and requires an extra step to design and summarize at a class level.
Administration Time	Designed to be used over time, in the context of daily classroom work, at least 4-6 weeks.
Known cultural information	Applicable to a wide variety of cultural situations.
Technical properties	Good to excellent. Requires high degree of training.
Cost	$18.50 for grade level guidelines Score sheets in different configurations. Approximately $1.75 per child.
Where to get	Rebus, Inc. PO Box 4479 Ann Arbor, Michigan 48106 800-435-3085 www.rebus.com

Category: Language and Literacy Instruments

Instrument	*DIBELS (Dynamic Indicators of Basic Early Literacy Skills)*
Publication Date	Prepublication stage
Target Age	4-6 years
Description	Developed to identify young children with early literacy skill difficulties, specifically phonics patterns.
Administration Time	15 minutes
Known cultural information	Not documented.
Technical properties	Not documented.
Cost	Free
Where to get	(Public domain) Roland Good University of Oregon 541-346-2145 rhgood@darkwing.uoregon.edu

Category: Language and Literacy Instruments

Instrument	*Shell-K Concepts About Print*

Publication Date	1994
Target Age	5 years
Description	This is a modified version of a test under development. It looks specifically at book handling and concepts about print.
Administration Time	5 minutes
Known cultural information	Not documented
Technical properties	In process. Preliminary data is good.
Cost	Free
Where to get	Public domain.

Category: Language and Literacy Instruments

Instrument	***Oral Language and Story Concepts***
Publication Date	1994
Target Age	4-5 years
Description	A set of teacher-designed questions centered around familiar daily events and a familiar book. Looks at personal communication, concepts about print, and story retelling.
Administration Time	10 minutes
Known cultural information	Not documented.
Technical properties	Not documented.
Cost	Free
Where to get	Public domain..

Category: Social Emotional Instruments

Instrument	*Child Adaptive Behavior Inventory*
Publication Date	1993
Target Age	4-6 years
Description	Gives you a standard set of questions to focus observations of school related social emotional behaviors. Easy to use checklist.
Administration Time	5 minutes, once you know the child
Known cultural information	Not documented.
Technical properties	Good
Cost	Free
Where to get	Public domain.

Category: Social Emotional Instruments

Instrument	*Your Kindergarten Child s Qualities*
Publication Date	1998
Target Age	4-5 years
Description	Gives you a standard set of questions to focus observations of school related social-emotional behaviors. Easy to use checklist.
Administration Time	5 minutes, once you know the child. Parents can also provide the information. When done as an interview with parents, 10 minutes.
Known cultural information	Not documented.
Technical properties	In process. Preliminary data is good.
Cost	Free.
Where to get	Public domain.

Description of a Sample Plan

The sample data collection plan below shows two tests for all kindergarten children (a general developmental screening and a literacy measure) along with a family interview to get parental input on social development, preschool history, and health data. During the first month of school, teachers use a classroom observation tool for problem solving, general observations, and paying closer attention to a few children who have atypical scores on the tests used. The teacher also calls the former caregivers for their impressions on more atypical children.

Sample Data Collection Plan

Instrument	Developmental Profile Areas	Who the Data Comes From	Who Collects	When Data Is Collected
General Developmental Instrument *e.g., Early Screening Inventory*	• fine motor • gross motor • speaking • listening • number concepts • approaches to learning	direct child assessment with a standard instrument	teacher	first two weeks of school
Literacy Interview *e.g., Teacher Designed Interview*	• speaking • listening • emerging reading • emerging writing	informal interview with the child on a teacher made instrument	teacher	first two weeks of school
Parent Interview *e.g., Teacher designed Parent interview based on one in packet and Your Kindergarten Child s Qualities for social development*	• health • preschool information • approaches to learning • social emotional	parent interview	• teacher • family	first two weeks of school
Classroom Observation *e.g., Work Sampling System*	• problem solving • confirm all other areas	• classroom activities to highlight areas of focus • where needed, follow-up conversations with former care giver	• teacher • family • former care giver	second two weeks of school

Appendices

Appendix 1

Alaska Kindergarten Developmental Profile

Date: _____

Student s Name: _____ Teacher: _____

District: _____ School: _____

Ratings: Yes the indicators describe the child s routine behavior for the developmental area
No - the child does not yet routinely exhibit these behaviors as described by the indicators

Physical Well-Being and Motor Development

Developmental Area	*Sample Indicators*	
1. Physical Well-Being	appears physically well nourished, well rested, and dressed for the environment	☐ Yes ☐ No
2. Fine Motor Development	cuts with scissors, strings beads, uses crayon comfortably, stacks blocks	☐ Yes ☐ No
2. Gross Motor Development	hops on one foot, balances while walking on a line on floor, walks and runs with ease	☐ Yes ☐ No

Language and Literacy Development

Developmental Area	*Sample Indicators*	
1. Speaking	communicates needs, wants, or thoughts in their own primary language	☐ Yes ☐ No
2. Listening	follows simple two step directions	☐ Yes ☐ No
3. Emergent Reading	orally retells a familiar story, knows print carries the message in a picture book	☐ Yes ☐ No
4. Emergent Writing	draws pictures or symbols to tell a story	☐ Yes ☐ No

Personal-Social Development

Developmental Area	*Sample Indicators*	
1. Social Development	plays and works cooperatively with others, adapts to activity changes	☐ Yes ☐ No
2. Approaches to Learning	shows eagerness and curiosity as a learner, sustains attention in learning experiences	☐ Yes ☐ No

Thinking and Cognitive Development

Developmental Area	*Sample Indicators*	
1. Problem Solving	identifies problems and seeks solutions while playing with objects such as sand and water, blocks, construction toys	☐ Yes ☐ No
2. Number Concepts	understands sequence of turn taking in games such as Candy Land, divides materials to use with a friend	☐ Yes ☐ No

Child Background

Developmental Area	*Indicators*	
Attended Preschool	preschool experiences can happen in many configurations including Head Start, private schools, and child care environments	☐ Yes ☐ No
Health Data	has health file that goes beyond State requirements of TB, immunizations, vision, hearing, physical exam (e.g., file includes dental exam)	☐ Yes ☐ No
Individualized Education Program (IEP)	an IEP is in place for this child	☐ Yes ☐ No

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Appendix 2

Data Collection Plan

Instrument	Developmental Profile Areas	Who the Data Comes From	Who Collects	When Data Is Collected